



Martin Luther King, Jr.

Born: January 15, 1929, Atlanta, GA -Assassinated: April 4, 1968, Memphis, TN

Martin Luther King, Jr. was an American pastor, activist, humanitarian, and leader in the African-American Civil Rights Movement.

Martin Luther King, Jr.'s *I Have a Dream* delivered on 28 August 1963, at the Lincoln Memorial, Washington D.C.

Prof. Washington Joins Anniversary March for MLK

By **Anthony Carter, Joon Choi, Britney Hinds, Elizabeth Diaz, Eric Wornum, David Hines, Danovan Grinnell**

Staff Reporters

On August 28th 2013, Mr. Michael Curry, president of the Boston branch of the NAACP, and Mr. Derek Washington, professor of College Experience at Roxbury Community College, were among thousands of Americans from all over the world who joined together in Washington D.C. to celebrate the 50th anniversary of Martin Luther King Jr.'s March on Washington, which took place on August 28th, 1963. The original March on Washington was one of the largest political rallies for human rights in United States history, calling for civil and economic rights for African Americans and culminated with Martin Luther King, Jr. standing in front of the Lincoln Memorial delivering his historic "I Have a Dream" speech advocating that racial harmony should prevail.

In an effort to give locals a chance to experience and appreciate history, Mr. Curry organized five buses to attend the anniversary march this year, and one reason he did this was that he felt that this generation needs to be more active because there are still detrimental issues like the incarceration rate, unemployment, and racial profiling that plague the black community. Mr. Curry greatly emulates Dr. King's activism and also urges young African Americans to do

the same. Regarding leaders of the Civil Rights Movement during Dr. King's era, he feels that "if they were still alive, they would look at us like we were crazy, because we aren't as energized to become activists like they were." He states that complacency among black youth caused by a torrid history has contributed to the molding of a "confused generation, torn between wanting to know more [about history] and wanting to forget."

Curry himself is a part of Boston's history. He grew up here in Roxbury and in his time did experience racism. Around his first grade year was the integration of Boston's public schools where students who attended schools in Roxbury, for instance, had to be bused out to schools in Charlestown and South Boston. Curry spoke about rocks being thrown at his bus and the names he was called on the way to the school. It was things like this that made him want to push for the betterment of black people and minorities. "It's not a job, it's a calling," Curry said of his post as president of the Boston branch of the NAACP. It is this calling which led him to be a part of this great and memorable 50th anniversary event. His goal is to regenerate excitement for people to still want to be active in the movement rather than conveniently forgetting about history.

Prof. Derek Washington, who teaches College Experience at Roxbury Community College, also felt as though attending the 50th anniversary of the March on Washington changed his life

in a large way. The excitement in the air was palpable and there was a "holy spirit" feeling in the air all over the city, according to Washington.

The legacy of Dr. Martin Luther King influenced Professor Washington to want to empower young African Americans, "letting them know that there is hope." As an educator he feels he is obligated to remind youth of the struggle and the form it has taken over the years. "Opportunities can be taken away," he says, "my job is to provide tools and knowledge to let them know there is hope in their community. A lot of students do not have that visual, my job is to also remind them of that history." The Anniversary March reminded Professor Washington of his dream and hope for students: "Don't be afraid... the world is yours, and if there is something you want to do, do it."

Both Mr. Curry and Professor Washington are trying to encourage young professionals to pass on what they have learned to others, and create more leaders and community activists. Their goal in coming to speak at RCC was to explain to students that the struggle isn't over. As African-Americans we still have a high crime rate, murder rate, pregnancy rate as well as incarceration rate and it is up to the young people of this generation to rise up to make a difference.

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Mayoral Debate Held at RCC

By **Akinyele Staples**
Staff Reporter

On Wednesday, October 23, the Community of Color Mayoral Forum was hosted by Roxbury Community College along with the Boston Urban League in conjunction with Boston NAACP. Mayoral candidates John R. Connolly and Martin J. Walsh convened to discuss the future plans in communities of color, primarily Dorchester, Roxbury, Mattapan, and the South End. The focus of the discussion included community progress and development, public safety, education and the Boston public school system, and what can be done to strengthen these programs.

Walsh and Connolly agree on improving upon the issues communities of color face, such as the gentrification of areas in development like Ashmont in Dorchester and Dudley Square in Roxbury. Both candidates intend on localiz-



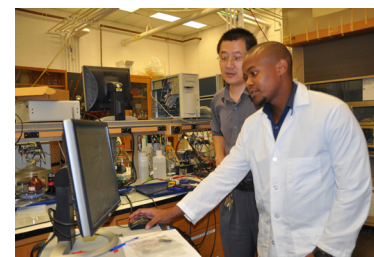
ing the job trade to give employment opportunity to people in areas of development. Connolly said, "I have proposed a very bold economic plan focused on empowering businesses and entrepreneurs of color and focused on address-

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Internships make you more Marketable

By **Ieshia Karasik**
Staff Reporter

"It is my mission to involve 100 percent of students in the internship process, no matter which major they are in, to help make Roxbury Community College graduates more marketable after they have completed college," said Irina Galatskaya, the Director of Career Development and Internships. Ms. Galatskaya made it clear that in this competitive economy, a degree alone is not enough to develop a career and spoke about the process to obtain an internship. Internships are for students or a recent graduate undergoing supervised practical training. The Career Development and Internship Department at Roxbury Community College offers assistance finding an internship



to those who are 1) enrolled in a degree or certificate program at the college; 2) have completed English Composition 101 and three courses in their major; 3) submitted a signed Faculty Internship Advisor Recommendation Form; 4) have met with an Internship Counselor prior to registering to complete an In-Class Contract, develop a resume, cover letter, references and identify an intern-

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Academic Advising is a Place to Begin and End each Semester

By **Anthony Carter**
Staff Reporter

Roxbury Community College, as most other colleges in the nation, provides students with assistance in choosing career paths. The office of Academic Advising at RCC was the first office that the Administration Building sent me to when I first began my enrollment at Roxbury Community College. This section of the second floor of the Academic Building at RCC is devoted to giving advice as well as opinion to what classes a student will need to graduate, what tests need to be taken for advancement in the student's field of study, as well as who may be the next person or office that may offer assistance in mak-



ing graduation as easy as possible. This is simply The Academic Advising Office's objective: aiding students in their career paths while at Roxbury Community College.

The first person I met with from Roxbury Community College was Marissa Gaskin who is not only one of

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Transferring has Pros and Cons



By Vaughn Wilder
Staff Reporter

Transfer programs can be great for a person who went to a community college to get some classes out of the way in order to get their grades up, but there are pros and cons of transferring and leaving one school behind.

The pros are that getting a degree from a university gives more opportunities ahead in life; you can live on campus and experience the traditional college life, or you could go to the same schools as some of your friends from high school. Transferring is the answer for one Chris Blake. Chris currently attends Bunker Hill Community College and is looking for a change. I asked him where he might be looking to go, and he said he “really likes the Salem State campus” and added he had some friends that go there. He wants to transfer because of Salem State’s art and media program. He says he’s a big gamer and he would like to do that professionally.

Transferring doesn’t only have an upside; it also has some downfalls for Chris. While Bunker Hill Community College and Roxbury Community College are both more convenient because they are close to his house, he

said, “Salem State is the right choice for me despite the moderate travel.” Transferring programs will help people like Chris reach their goals and open up more doors to their future.

Some other cons of transferring include getting used to a different school and different people all over again, packing and moving away from home for the first time, and the grading scale from one school to another. Darius Hill, a college student, said, “I don’t want to transfer because I’m happy where I’m at, and there is no need to transfer.” Darius was looking into joining the Army later like some people in his family so “attending multiple schools and getting readjusted was unnecessary,” as he put it. A school like Roxbury Community College or Bunker Hill Community College is more convenient than one like UMass or a Northeastern because it is easier financially without all the commitment in moving on campus. Darius and many more like him are perfectly fine in staying in one place and staying familiar with what they know. which is their college they are currently attending.

Alexander Gonzalez, a student at Roxbury Community College, is also looking to transfer. Alex likes to draw

and is very into art, so he is looking for school which is big in that category. He once attended an art school but is looking to go back to further pursue his artistic career. He says he likes it at Roxbury Community College but he would like to be in a place where he can focus purely on his drawing abilities. For him, Roxbury Community College offers accessibility in being close to his house but that another school would offer a more in-depth artistic experience. In a year or so, Alexander will look to transfer, but for right now he says Roxbury Community College is a good fit for him.

“Between 300-500 students out of about 2500 transfer to and from Roxbury Community College yearly,” says Loretta Minor. She says she believes that 300-500 is a high rate. She added that it is so hard because a lot of athletes transfer to broaden their horizons and possibly play a Division I sport. Loretta says it is up to a student’s goals on whether they want to transfer or not but they should have an idea because there are some qualifications. You have to have at least 30 college level credits and at least a 2.5 GPA. Transferring is a big decision depending on what someone wants to do with their life going into the future.

Internships...

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ship site; and 5) possess a minimum 2.0 GPA; however, some companies may require a higher GPA.

Information about internships can be found on the RCC website under Career Services tab. The site shows available internships with over 90 different employers. Ms. Galatskaya said that it has been difficult to fill all the positions because of lack of student participation. Shelila Deneus, a nursing major at RCC who will graduate in December 2014, said: “I often receive emails about internships but ignore them,” yet she also said that she knows the importance of completing one. Internships give students experience that they would not be able to gain as a recent graduate and may lead

to employment.

Ms. Galatskaya points out that even if you don’t see a company listed that you are interested in working with, she is able and willing to reach out to new companies on the student’s behalf. Internships can be done for academic credit directly through your program of study or as a Humanities elective. They may be paid or unpaid, providing you with an invaluable experience to starting your career after college.

Janel Juba also works in the CDI center helping students find employment after graduation, and she feels that “internships allow students to gain experience in the work field that will build a strong resume, allow you to gain professional references and will also create a pipeline for employment after graduation.” Ms. Galatskaya read an email

from a recent graduate who completed her internship at Harvard University. She was not hired in the department where she did her internship because they didn’t have an opening, but she said in her email that she was placed in another department within the university because of her excellent performance as an intern.

While the CDI center is small, the impact of what they can do for you is huge. Take the first step and introduce yourself. Ms. Galatskaya and Ms. Juba can both be reached by email at igoalatskaya@rcc.mass.edu and jjuba@rcc.mass.edu. After all, you are attending college to secure a stronger financial future, so why not start by doing an internship? Ms. Galatskaya says “the purpose of doing an internship is to become employed.”

Prof. Washington Joins ...

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Both men know the vision and see that though we have a long way to go it is their job to inspire so that the next generation can be better than previous. To harken back to the words of the man who helped spark this march and movement, Dr. Martin Luther King Jr., “We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again, we must rise to the majestic heights of meeting physical force with soul force.”

Mayoral Debate ...

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ing that wealth gap in our communities of color.” Walsh proposed a plan targeting students in high school who plan on joining the work force upon completion, stating “in 11th – 12th grade we’re going to create academies and partner those academies with the building trade so that young people that graduate that don’t have a pathway into college are going to have a pathway into a trade.”

This event was the second forum addressing the state of the community, and the turnout was indeed impressive. People of all ages, from many parts

of Boston were in attendance. Andre Lozano of Boston’s South End told The Gateway Gazette, “I’m glad to see they’re taking an interest in the condition of our community; I just pray they keep their word. The effort will be appreciated.” Akeen Osborne, a local electrician and entrepreneur from Dorchester, stated, “Hiring within the community. Job contracts for people who have trade experience, like me. I’m excited, this all sounds promising.” This event provided insight on things to look forward to after elections take place.



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Staff and students are invited to send letters to the editor, news tips, ideas for articles and photos and other information for the Gazette to writingcenter@roxbury.edu. All submissions are subject to editing and run on a space available basis. The opinions expressed in these pages do not necessarily reflect those of the newspaper.

Faculty advisor:
Judith Kahalas, Coordinator of The Writing Center

How has Life Improved for African Americans since the March on Washington?

By Ieshia Karasik
Staff Reporter

Fifty years after the March on Washington, have Black Americans worked to cash the “check” that Martin Luther King Jr. said would give “the riches of freedom and the security of justice” all Americans deserve, in his 1963 “I Have a Dream Speech”. Are we taking advantage of the rights that have been gained?

Many Americans would answer no to this question, including Derek Washington, a professor at Roxbury Community College who attended the 50th Anniversary of the March on Washington. He said that the “struggle still exists today and like MLK [he] hopes to give students knowledge and tools to fight against the injustices of today.” The United States Federal Government’s poverty threshold, a measurement used to estimate wealth, considers a family of 4 earning under \$23,550 to be impoverished. By these standards, there are 10.9 million blacks living in or below the government recognized poverty level, not including children under the age of 15, which would make this number significantly higher. The poverty amount is slightly higher in Alaska and Hawaii due to separate guidelines. The US Census Bureau 2012 poverty report puts things in perspective about Americans earning MLK’s “check”. Black households earned an average of \$33,321. According to data compiled by our Federal Government, one could perhaps argue this is above the poverty level; however, this is before taking in the realities of life such as shelter, food, healthcare, childcare and other necessary expenditures. One would think that the government would have a more realistic approach to poverty. Compared to the salary of non-Hispanic whites, who earned on the same average \$57,009, this shows a significant pay gap for the working “Black” American providing for the family.

Professor Washington also explained that it is important to be an advocate and get involved because if you sit back

and do nothing, someone is advocating on your behalf nevertheless. Police still violate the civil rights of Blacks some 50 years after the Civil Rights Movement. Police brutality is prevalent within the black community and sometimes is even enforced by the American government by such measures as the Stop, Question and Frisk procedure under scrutiny in New York City, primarily targeting Blacks and Hispanics. “Stop, Question and Frisk” allows a police officer the right to search you without probable cause if they feel that their safety is in jeopardy or suspect one of going to or having already committed a crime.

Dr. King practiced, preached and pleaded for non-violence. Is this still a viable way for Blacks to receive the “security of justice” Dr. King spoke of on the Washington Monument 50 years ago?

Trayvon Martin, a young black son, was murdered and the white man accused didn’t even receive a manslaughter charge, which is the killing of a person without intent.

Mr. Michael Curry, the President of the Boston NAACP, not only attended the Anniversary March on Washington but was able to organize 5 buses full of activists to accompany him. He said that “you don’t appreciate history until you have lived it” reflecting his childhood days as a young student at the Warren Prescott School in Charlestown, during the time of forced busing. Boston was a place where violence was used on elementary school children. Curry also grew up in public housing while his mother worked as a maid. Mr. Curry made choices in his life despite his circumstances to cash the “check” that Martin Luther King Jr. said would give “the riches of freedom and the security of justice”. He went to college and then to law school while working full-time, voting and making conscience action with his life. It is his goal that others be able to take such action with their lives, which is why the need to keep the legacy of Dr. Martin Luther King Jr. in mind and celebrate momentous events such as the 50th anniversary is still vital to our progression as a society.



YOUR
Opinion
DOES
Matter

YES NO

Is it Better to Have a Child to Improve Opportunities for Benefits?

By Elizabeth Diaz
Staff Reporter

Low income Housing Credit programs do place limits on some adult students. Full time students without children do not qualify for low income housing because they are not priority. These students do not feel that they need to be priority over students with children, but they don't understand why they can't have the same equal opportunity as students with children. On the other hand, students with children say that they deserve to be priority for the child's well-being.

Students in general are trying to better themselves, but students without children feel as though they need to have children in order to get the same benefits. To them it seems like they try so hard, focus in school, try to do things the "right way" by finishing school first and then kids in the future, yet despite all of this they still get very little help. "It's not a fair choice in a country where you're supposed to be able to make anything of yourself and have that rags to riches story," says Asiya Williams, a full time student. She shares with me that many students come to America to get a good education and that just because it's a choice doesn't mean that they don't need help from our community. "In a city like Boston, one of the hubs of education in the world, it's crazy that students aren't considered a group that's in need." Williams understands why women with children are priority, and she does not

wish to take from them, but she wants to have help also.

Not all students want low income housing, but some think it's a good start to gain the independence they need for the future. Students with children appreciate the help they get from the community and are happy



to be a priority, but some say they can understand why other students may be upset. It's not a war. Everyone can use some help getting to where they want to be. "I honestly wouldn't be pleased to not be considered as rapidly important because of the fact that I didn't have a child," says Jerrylin Montanez, a mother

and full-time student at Northeastern University. Montanez explains that it was her choice to have a child and knew that everything thereafter had to be worked at a little harder. She is thankful for the help she receives and hopes that students without children can soon receive that help also.

"Full time students do not necessarily get the run around; it's more of a compliance issue," says Katherine Martinez, Housing Specialist for the office of Civil Rights in Boston. She explained that in order for an applicant to qualify for a low income application, federal guidelines require that the head of household not be a full time student. Full time students cannot have their income accounted for. An applicant who submits an application as head of household must have income that can be accounted for. "Since the majority of full time students receive financial aid or housing accommodations, the federal government does not include this category as priority," says Martinez. "Also, pursuing an education at a full time status is a personal decision, not a life experience like homelessness, domestic violence, elderly displacement, or family shelter." Federal grants are not distributed on fairness but more on needs and priority of the community that the low income housing is set to serve. Full-time students without children need to become more familiar with the federal guidelines so there can be a better understanding of how the system works and what other options are available for them.

THE WRITING CENTER Room (3)203		
SPRING 2014 WORKSHOPS FOR STUDENTS		
Workshop	Description	Dates
Writing a Better Essay – A Recipe for Success	Students will be introduced to techniques of invention, planning and drafting the essay.	Wed. Feb. 5 from 12:00 to 1:00pm Thurs. Feb. 6 from 12:00 to 1:00pm
Academic Integrity- Avoiding the Big "P"	Students will learn about plagiarism and how to avoid it.	Wed. Feb. 12 from 12:00 to 1:00pm Thurs. Feb. 13 from 12:00 to 1:00pm
Beginning the Research Paper: Losing the Anxiety	Students will be introduced to techniques of note-taking, organizing, and outlining	Wed. Mar. 5 from 12:00 to 1:00pm Thurs. Mar. 6 from 12:00 to 1:00pm
The Transfer Essay – It's Time to Move On!	This workshop will help students develop, refine, and polish the transfer essay.	Wed. Mar. 12 from 12:00 to 1:00pm Thurs. Mar. 13 from 12:00 to 1:00pm
Using PowerPoint for Power-Packed Presentations	This workshop will show students how to present material in a dynamic yet concise format.	Wed. Mar. 26 from 12:00 to 1:00pm Thurs. Mar. 27 from 12:00 to 1:00pm
Using MLA – Making your Paper Plagiarism-Proof	Students will be introduced to various online tools that will ensure correct and appropriate documentation.	Wed. Apr. 9 from 12:00 to 1:00pm Thurs. Apr. 10 from 12:00 to 1:00pm

Academic Advising ...

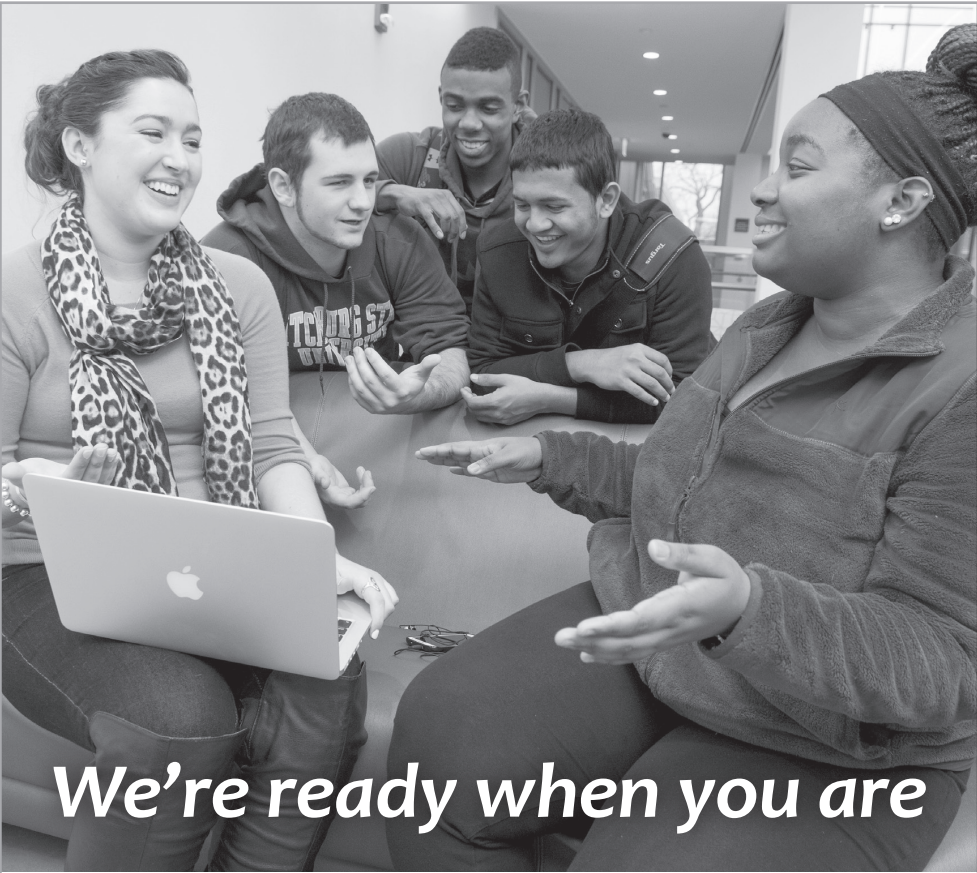
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the members of the Academic Advising Center but also a part-time professor at the College. Marissa is one of the more popular advisors among the students of RCC. After speaking with Marissa, I found that each semester at RCC will "begin as well as end...with the Academic Advising office." We sat for about 45 minutes speaking about the enrollment process for students as well as the effect of placement testing for classes. We even touched base on how the Academic Advising office at RCC was open for walk-ins and advice. Mrs. Gaskin demonstrated willingness and devotion to students on the RCC campus.

After speaking with two separate students who were involved with the Academic Advising office, I once again was met with prompt service by yet another member of the Academic Advising cen-

ter of RCC: Lisa Carter, Director of Academic Advising. Holding a Master of Science degree, Mrs. Carter has traveled the road of education just as the students that she instructs as an evening instructor at Roxbury Community College. Mrs. Carter assured me that RCC's mission was to aid in the career goals of the students of RCC. Within 3 minutes of sitting in Mrs. Carter's office, I was at ease, something that was apparent in the entire staff in this office.

From work-study students to staff and interns, I felt like I was in high school just speaking with my guidance counselor. Although there were things that I could not figure out, there were things that I did know how to touch base on, and anything that I had a question about, whether it was about my courses or courses in general, I was granted the access that I needed in a way that I could understand.



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